

# *Designing Performance Assessment Tasks and Projects*



*presented by*

**Jay McTighe**  
**Educational Consultant**  
**6581 River Run**  
**Columbia, MD 21044-6066**  
**(410) 531-1610**  
**[jmctigh@aol.com](mailto:jmctigh@aol.com)**

# Framework of Assessment Approaches and Methods

*How might we assess student learning in the classroom?*

SELECTED RESPONSE ITEMS	PERFORMANCE-BASED ASSESSMENTS			
	CONSTRUCTED RESPONSES	PRODUCTS	PERFORMANCES	PROCESS- FOCUSED
<input checked="" type="checkbox"/> multiple-choice <input checked="" type="checkbox"/> true-false <input checked="" type="checkbox"/> matching	<input checked="" type="checkbox"/> fill in the blank <ul style="list-style-type: none"> <li>• word(s)</li> <li>• phrase(s)</li> </ul> <input checked="" type="checkbox"/> short answer <ul style="list-style-type: none"> <li>• sentence(s)</li> <li>• paragraphs</li> </ul> <input checked="" type="checkbox"/> label a diagram <input checked="" type="checkbox"/> “show your work” <input checked="" type="checkbox"/> representation(s) <ul style="list-style-type: none"> <li>• web</li> <li>• concept map</li> <li>• flow chart</li> <li>• graph/table</li> <li>• matrix</li> <li>• illustration</li> </ul>	<input checked="" type="checkbox"/> essay <input checked="" type="checkbox"/> research paper <input checked="" type="checkbox"/> log/journal <input checked="" type="checkbox"/> lab report <input checked="" type="checkbox"/> story/play <input checked="" type="checkbox"/> poem <input checked="" type="checkbox"/> portfolio <input checked="" type="checkbox"/> art exhibit <input checked="" type="checkbox"/> science project <input checked="" type="checkbox"/> model <input checked="" type="checkbox"/> video/audiotape <input checked="" type="checkbox"/> Power Point	<input checked="" type="checkbox"/> oral presentation <input checked="" type="checkbox"/> dance/movement <input checked="" type="checkbox"/> science lab demonstration <input checked="" type="checkbox"/> athletic skills performance <input checked="" type="checkbox"/> dramatic reading <input checked="" type="checkbox"/> enactment <input checked="" type="checkbox"/> debate <input checked="" type="checkbox"/> musical recital <input checked="" type="checkbox"/> keyboarding	<input checked="" type="checkbox"/> oral questioning <input checked="" type="checkbox"/> observation (“kid watching”) <input checked="" type="checkbox"/> interview <input checked="" type="checkbox"/> conference <input checked="" type="checkbox"/> process description <input checked="" type="checkbox"/> “think aloud” <input checked="" type="checkbox"/> learning log

## Creating Performance Assessments Tasks: Idea Starters in Mathematics

	<u>Task Ideas</u>
Create a mathematical model/representation of complex physical phenomena (e.g, quantity, size, rate, change).	
<b>Data Analysis:</b> <ul style="list-style-type: none"><li>o Observe _____</li><li>o Collect _____</li><li>o Measure _____</li><li>o Record _____</li><li>o Display _____</li><li>o Analyze data _____</li></ul>	
Make & justify predictions or decisions based on pattern analysis (e.g., What will be the winning time of the women's marathon in the next two Olympic games?)	
Design a physical structure in response to a need or problem (e.g., a 3-dimensional shipping container to maximize volume and safety).	
Evaluate mathematical/statistical claims (e.g., "Nine out of ten dentists recommend....").	
Other: _____ _____	

## Creating Performance Assessments Tasks: Idea Starters in Science

	<u>Task Ideas</u>
<p>Design and conduct an experiment to answer a question or explain phenomena.</p> <hr/>	
<p>Effectively use scientific tools to:</p> <ul style="list-style-type: none"><li>o Observe</li><li>o Collect data</li><li>o Measure</li><li>o Record data</li><li>o Classify</li><li>o Draw conclusions</li></ul> <hr/>	
<p>Evaluate scientific claims (e.g., XX brand of paper towels absorbs the most liquid of all the leading brands.)</p> <hr/>	
<p>Critique experimental design or conclusions. (e.g., Chris thinks that Stain Remover B is more effective than A or C.)</p> <hr/>	
<p>Analyze current issues involving science or technology. (e.g., Ethanol is the most cost-effective alternative fuel source.)</p> <hr/>	
<p>Other: _____</p> <p>_____</p>	

## Constructing a Performance Task Scenario

(G.R.A.S.P.S. - mathematics example)

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### **Goal:**

- **The goal (within the scenario)** is to minimize costs for shipping bulk quantities of M&Ms.

### **Role:**

- **You are** an engineer in the packaging department of the M&M Candy Company.

### **Audience:**

- **The target audience** is non-engineer company executives.

### **Situation:**

- **You need to** convince penny-pinching company officers that your container design will provide cost-effective use of the given materials, maximize shipping volume of bulk quantities of M&Ms, and be safe to transport.

### **Product/Performance and Purpose:**

- **You need to** design a shipping container from given materials for the safe and cost-effective shipping of the M&Ms. Then you will prepare a written proposal in which you include a diagram and show mathematically how your container design provides effective use of the given materials and maximizes the shipping volume of the M&Ms.

### **Standards & Criteria for Success:**

- **Your** container proposal should...
  - provide cost-effective use of the given materials
  - maximize shipping volume of bulk quantities of M&Ms
  - be safe to transport
- **Your** models must make the mathematical case.

# Constructing a Performance Task Scenario

## (G.R.A.S.P.S. - social studies example)

### *Goal:*

- **Your goal is to help a group of foreign visitors understand the key historic, geographic and economic features of our region.**

### *Role:*

- **You are an intern at the Regional Office of Tourism.**

### *Audience:*

- **The audience is a group of nine foreign visitors (who speak English).**

### *Situation:*

- **You have been asked to develop a plan, including a budget, for a four-day tour of the region. Plan your tour so that the visitors are shown sites that best illustrate the key historical, geographic and economic features of our region.**

### *Product/Performance and Purpose:*

- **You need to prepare a written tour itinerary and a budget for the trip. You should include an explanation of why each site was selected and how it will help the visitors understand the key historic, geographic and economic features of our region. Include a map tracing the route for the tour.**  
[Optional: Provide a budget for the trip.]\*

### *Standards & Criteria for Success:*

- **Your proposed tour plan needs to include...**
  - an itinerary and route map
  - the key historical, geographic and economic features of the region
  - a clear rationale for the selected sites
  - \*- accurate and complete budget figures

# Constructing a Performance Task Scenario <sup>1</sup>

## (G.R.A.S.P.S.)

Consider the following set of stem statements as you construct a scenario for a performance task. Refer to the previous idea sheets to help you brainstorm possible scenarios. (Note: These are idea starters. Resist the urge to fill in all of the blanks.)

### **Goal :**

- Your task is \_\_\_\_\_
- The goal is to \_\_\_\_\_
- The problem/challenge is \_\_\_\_\_
- The obstacle(s) to overcome is (are) \_\_\_\_\_

### **Role:**

- You are \_\_\_\_\_
- You have been asked to \_\_\_\_\_
- Your job is \_\_\_\_\_

### **Audience:**

- Your client(s) is (are) \_\_\_\_\_
- The target audience is \_\_\_\_\_
- You need to convince \_\_\_\_\_

### **Situation:**

- The context you find yourself in is \_\_\_\_\_
- The challenge involves dealing with \_\_\_\_\_

### **Product/Performance and Purpose:**

- You will create a \_\_\_\_\_  
in order to \_\_\_\_\_
- You need to develop \_\_\_\_\_  
so that \_\_\_\_\_

### **Standards & Criteria for Success:**

- Your performance needs to \_\_\_\_\_
- Your work will be judged by \_\_\_\_\_
- Your product must meet the following standards \_\_\_\_\_
- A successful result will \_\_\_\_\_

## Possible STUDENT ROLES and AUDIENCES

KEY: ROLES = R and AUDIENCES = A

<input type="checkbox"/> actor	<input type="checkbox"/> expert (in _____)	<input type="checkbox"/> photographer
<input type="checkbox"/> advertiser	<input type="checkbox"/> eye witness	<input type="checkbox"/> pilot
<input type="checkbox"/> anthropologist	<input type="checkbox"/> family member	<input type="checkbox"/> playwright
<input type="checkbox"/> artist/illustrator	<input type="checkbox"/> farmer	<input type="checkbox"/> poet
<input type="checkbox"/> astronaut	<input type="checkbox"/> filmmaker	<input type="checkbox"/> policeman/ woman
<input type="checkbox"/> author	<input type="checkbox"/> firefighter	<input type="checkbox"/> pollster
<input type="checkbox"/> biographer	<input type="checkbox"/> forest ranger	<input type="checkbox"/> radio listener
<input type="checkbox"/> board member	<input type="checkbox"/> friend	<input type="checkbox"/> reader
<input type="checkbox"/> boss	<input type="checkbox"/> geographer	<input type="checkbox"/> reporter
<input type="checkbox"/> boy/girl scout	<input type="checkbox"/> geologist	<input type="checkbox"/> researcher
<input type="checkbox"/> businessperson	<input type="checkbox"/> government official	<input type="checkbox"/> reviewer
<input type="checkbox"/> candidate	<input type="checkbox"/> historian	<input type="checkbox"/> sailor
<input type="checkbox"/> carpenter	<input type="checkbox"/> historical figure	<input type="checkbox"/> school official
<input type="checkbox"/> cartoon character	<input type="checkbox"/> illustrator	<input type="checkbox"/> scientist
<input type="checkbox"/> cartoonist	<input type="checkbox"/> intern	<input type="checkbox"/> ship's captain
<input type="checkbox"/> caterer	<input type="checkbox"/> interviewer	<input type="checkbox"/> social scientist
<input type="checkbox"/> celebrity	<input type="checkbox"/> inventor	<input type="checkbox"/> social worker
<input type="checkbox"/> chairperson	<input type="checkbox"/> judge	<input type="checkbox"/> statistician
<input type="checkbox"/> chef	<input type="checkbox"/> jury	<input type="checkbox"/> storyteller
<input type="checkbox"/> choreographer	<input type="checkbox"/> lawyer	<input type="checkbox"/> student
<input type="checkbox"/> CEO	<input type="checkbox"/> library patron	<input type="checkbox"/> taxi driver
<input type="checkbox"/> coach	<input type="checkbox"/> literary critic	<input type="checkbox"/> teacher
<input type="checkbox"/> community members	<input type="checkbox"/> lobbyist	<input type="checkbox"/> t.v. viewer
<input type="checkbox"/> composer	<input type="checkbox"/> meteorologist	<input type="checkbox"/> tour guide
<input type="checkbox"/> clients/customer	<input type="checkbox"/> museum director/ curator	<input type="checkbox"/> trainer
<input type="checkbox"/> construction worker	<input type="checkbox"/> museum goer	<input type="checkbox"/> travel agent
<input type="checkbox"/> dancer	<input type="checkbox"/> neighbor	<input type="checkbox"/> traveler
<input type="checkbox"/> designer	<input type="checkbox"/> newscaster	<input type="checkbox"/> t.v./movie character
<input type="checkbox"/> detective	<input type="checkbox"/> novelist	<input type="checkbox"/> tutor
<input type="checkbox"/> doctor	<input type="checkbox"/> nurse	<input type="checkbox"/> viewer
<input type="checkbox"/> editor	<input type="checkbox"/> nutritionist	<input type="checkbox"/> visitor
<input type="checkbox"/> elected official	<input type="checkbox"/> panelist	<input type="checkbox"/> web designer
<input type="checkbox"/> embassy staff	<input type="checkbox"/> parent	<input type="checkbox"/> zoo keeper
<input type="checkbox"/> engineer	<input type="checkbox"/> park ranger	Other: _____
<input type="checkbox"/> ethnographer	<input type="checkbox"/> pen pal	



## Possible Products and Performances

What student **product(s)** and/or **performance(s)** will provide appropriate evidence of understanding and/or proficiency? The following lists offer possibilities. (Remember that student products and performances should be framed by an explicit purpose or goal and an identified audience.)

<i>Written</i>	<i>Oral</i>	<i>Visual</i>
<input type="checkbox"/> advertisement	<input type="checkbox"/> audiotape	<input type="checkbox"/> advertisement
<input type="checkbox"/> biography	<input type="checkbox"/> conversation	<input type="checkbox"/> banner
<input type="checkbox"/> blog	<input type="checkbox"/> debate	<input type="checkbox"/> book/CD cover
<input type="checkbox"/> book report/review	<input type="checkbox"/> discussion	<input type="checkbox"/> cartoon
<input type="checkbox"/> brochure	<input type="checkbox"/> dramatization	<input type="checkbox"/> collage
<input type="checkbox"/> crossword puzzle	<input type="checkbox"/> dramatic reading	<input type="checkbox"/> computer graphic
<input type="checkbox"/> editorial	<input type="checkbox"/> infomercial	<input type="checkbox"/> data display
<input type="checkbox"/> essay	<input type="checkbox"/> interview	<input type="checkbox"/> design
<input type="checkbox"/> field guide	<input type="checkbox"/> radio script	<input type="checkbox"/> diagram
<input type="checkbox"/> historical fiction	<input type="checkbox"/> oral presentation	<input type="checkbox"/> display
<input type="checkbox"/> journal	<input type="checkbox"/> oral report	<input type="checkbox"/> drawing
<input type="checkbox"/> lab report	<input type="checkbox"/> poetry reading	<input type="checkbox"/> Face Book page
<input type="checkbox"/> letter	<input type="checkbox"/> podcast	<input type="checkbox"/> flowchart
<input type="checkbox"/> log	<input type="checkbox"/> puppet show	<input type="checkbox"/> flyer
<input type="checkbox"/> magazine article	<input type="checkbox"/> rap	<input type="checkbox"/> game
<input type="checkbox"/> memo	<input type="checkbox"/> skit	<input type="checkbox"/> graph
<input type="checkbox"/> newscast	<input type="checkbox"/> speech	<input type="checkbox"/> map
<input type="checkbox"/> newspaper article	<input type="checkbox"/> song	<input type="checkbox"/> model
<input type="checkbox"/> play	<input type="checkbox"/> teach a lesson	<input type="checkbox"/> Power Point show
<input type="checkbox"/> poem		<input type="checkbox"/> photograph(s)
<input type="checkbox"/> position paper/ policy brief		<input type="checkbox"/> questionnaire
<input type="checkbox"/> proposal		<input type="checkbox"/> painting
<input type="checkbox"/> research report		<input type="checkbox"/> poster
<input type="checkbox"/> screen play		<input type="checkbox"/> scrapbook
<input type="checkbox"/> script		<input type="checkbox"/> sculpture
<input type="checkbox"/> story	<input type="checkbox"/> other: _____	<input type="checkbox"/> storyboard
<input type="checkbox"/> test	<input type="checkbox"/> other: _____	<input type="checkbox"/> videotape
<input type="checkbox"/> Tweet		<input type="checkbox"/> web site

## Performance Task Template

*What content standard(s)/understanding(s) will be assessed through this task?*

Students will demonstrate an understanding of a balanced diet.

*What criteria are implied in the standard(s)/understanding(s) regardless of the task specifics?*

*What qualities must student products/performance demonstrate to reveal understanding/proficiency?*

- understanding of a balanced diet
- nutritionally sound meal plan

*Through what authentic performance task(s) will students demonstrate understanding/proficiency?*

Task Overview (GRASPS)

Since we have been learning about nutrition, you have been asked to help other students your age learn about healthful eating. Your task is to prepare an illustrated brochure to help them to understand what a "balanced diet" is. Present two examples of nutritionally-balanced meals and explain why they reflect healthful eating. Describe and show three potential health problems that might arise as a result of poor eating choices. Explain how these problems could be avoided by following a proper diet.

*What student products/performance will provide evidence of desired understanding/proficiency?*

- illustrated brochure

*By which **primary** criteria will student products/performance be evaluated?*

- effective explanation of balanced diet
- examples accurately illustrate nutritionally sound meals
- examples correctly show potential health problems

*By which **secondary** criteria will student products/performance be evaluated?*

- neat and effective illustrations
- correct spelling/grammar